DOCUMENT RESUME

ED 433 412 CE 079 069

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TITLE	The Convergence of Distance and Conventional Education: Patterns of Flexibility for the Individual Learner. Routledge Studies in Distance Education.
ISBN	ISBN-0-415-19427-X
PUB DATE	1999-00-00
NOTE	193p.
AVAILABLE FROM	Routledge, 29 West 35th Street, New York, NY 10001; Tel: 800-634-7064 (Toll Free); e-mail: info@routledge.com; Web site: http://www.routledge-ny-com (clothbound: ISBN-0-415-19427-X, $91; paperback: ISBN-0-415-19428-8, $29.99); .
PUB TYPE	Books (010) -- Collected Works - General (020)
EDRS PRICE	Document Not Available from EDRS.
DESCRIPTORS	Adult Education; *Distance Education; Educational Change; Educational Technology; Ethics; Foreign Countries; Higher Education; Information Technology; Integrated Curriculum; Material Development; *Multimedia Instruction; Multimedia Materials; Online Systems; *Open Education; Program Design; Teaching Styles
IDENTIFIERS	Australia; United Kingdom; United States

ABSTRACT

These 14 essays address convergence--the breaking down of barriers between open and distance learning and conventional education, and the creation of more multimodal institutions. "Convergence of Distance and Conventional Education" (Tait, Mills) is an overview to the book. "Efficacy and Ethics of Using Digital Multimedia for Educational Purposes" (Chambers) considers whether it is ethical for an educational institution to promote digital modes of learning. "On Access" (Herman, Mandell) criticizes a largely pragmatic approach to adult higher education access and offers an alternative approach. "Introducing and Supporting Change Towards More Flexible Teaching Approaches" (Johnston) suggests steps for managing change. "Becoming Flexible" (Kirkpatrick, Jakupec) describes establishing flexible learning in a metropolitan Australian university. "Diversity, Convergence, and the Evolution of Student Support in Higher Education in the UK" (Mills) examines how diverse approaches converged to improve services to students and lead to new, imaginative ways of teaching and learning. "Convergence of Student Types" (Powell, McGuire, Crawford) examines how distance education systems are positioned to meet emerging student needs. "Canaries in the Mine?" (O'Rourke) argues that examining the impact of new technologies on women distance learners helps develop strategies to evaluate effectiveness for all learners. "A Worthwhile Education?" (Rickwood, Goodwin) explores the student experience in the British higher education system between 1963-97. "Notes from the Margins" (Stephens) reports findings of a diary study of library use by postgraduate distance learning students after courses delivered by conventional British universities. "Convergence of Distance and Conventional Education" (Tait) focuses on negative effects. "From Marginal to Mainstream" (Thompson) discusses critical issues in adopting information technologies for teaching and learning. "Building Tools for Flexibility" (Vermeer) addresses interactive multimedia design at the Open University of Hong Kong. "Case Study of Convergence between Conventional and Distance Education" (Young,

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Marks-Maran) explores theoretical underpinnings of a program's approach to distance education from a constructivist and postmodernist perspective. Each essay contains a reference list, and an index is provided at the end of the book. (YLB)

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